

UBD 6,7 MI 5,6

The major theme throughout these chapters was dealing with broad spectrums of students. Students are all coming into your classroom with different levels of ability, understanding, and with different learning styles, our goal as educators is to appeal to as broad of an audience as possible while still being effective in our instruction. Chapter 6 of the UBD book talks about many of the strategies we can use in the classroom, but how these strategies and lesson plans need to be adaptable. A teacher can only plan for so much, at some point a situation will arise that a teacher has not planned for or that your go-to strategy doesn't work, and in those cases we need to be adaptive to our students. Chapter 7 of the UBD book gives us the WHERETO model which gives us a framework on crafting lesson plans that interacts with a broad spectrum of learners. The model includes how to incorporate students with multiple intelligences, how to use different ways to check for understanding, and how to ensure we're using cooperative learning strategies. Chapter 5 of the MI book kind of connected to chapter 6 of the UBD book in terms of outlining the importance of planning for multiple intelligences. While I stated earlier that it is impossible to plan for everything that does not negate the importance of planning for as much as we can, if we cast a wide enough net when we plan our lessons there will be less of a need to address things retroactively. Chapter 6 of the MI book goes over strategies for incorporating what we learned. The two that appealed most to me were socratic questioning and mood music, these are two methods that I can point to throughout my education that have impacted my learning in a big way. They also are indicative of my own multiple intelligences, I feel that my inclination towards those methods serves to prove that they work in the sense that these things made a student of my individual intelligences excited to come to class. As an educator I need to be sure to include not only these methods but one's that connect with different students so all my students will can connect with the material and be excited to come to class.

MI Chapters 7,9,13,14

One of the main themes of these chapters was how we address a broad spectrum of students outside of our lesson plans. Chapter 7 talks about how to set up a classroom for multiple intelligences, specifically it talks about breaking the classroom up into four stations. Each station would serve as a designated place for a particular type of learning. For several reasons I find this to be impractical, chiefly among these reasons is space. Many teachers don't teach in the same classroom all day which makes these stations obsolete, in addition to this even if you had your own classroom I find it hard to believe each of these stations could be incorporated without interfering with the traditional classroom setup. Chapter 9 broadens the concept of an MI classroom to incorporate an MI school. This I find to be conceptually far more achievable, making schools accessible to students of a broad spectrum of interests and intelligences would make students excited for school. Incorporating ways for students of all intelligences to interact with each other and the school itself I believe opens the door to far more creativity and passion for classrooms to tap into throughout the school. Chapter 13 talks about how to incorporate MI theory in technology, cultural diversity, career counseling, I found this interesting because we could look at MI theory beyond the lens that we have been using it for. Technology's influence is ubiquitous in our lives almost everyone owns a computer or a cell phone and spends a significant time behind that screen. This is why it's important we tap into that, Dr. Theresa had us work on an assignment where we found 5 apps that had to do with a passion of ours and present the apps. This kind of assignment

shows how we can get students to interact with their intelligences of strength all through the same means. The last chapter talks about a potential 9th intelligence having to do with existentialism. This concept tip toes the line between church and state as much of it could be attributed to a “religious intelligence” but it could also include a “philosophical intelligence”. I think primarily it encourages big-thinking for lack of a better term, students who think in terms of morality and ethics or who like to reflect or ponder over information may be inclined to use this type of intelligence.

UBD 8 MI 8,11,12

Chapter 8 of the Understanding By Design book talked about grading for a differentiated classroom. One of the main points that I think is important was reporting back to students and parents. This is obviously a function of almost every classroom but I think it’s importance cannot be overstated. It is extremely important for students to know where they stand in a class and what they need to do to get where they want to be, similarly it is important for parents to know where their children stand so that they can help them in anyway they can from home. Chapter 8 of the UBD book definitely related to chapter 8 of the MI book because it talks about behavior in the classroom, reporting students behavior can be just as important as communicating academic struggles or triumphs. If behavioral concerns are what is getting in the way of a student in their learning it is not only important for the parents to know but the student as well. Also communication can take place before there are even behavioral concerns, if classroom expectations are clearly communicated then misbehavior can often be avoided altogether. Chapter 11 of the MI book talks about how we can integrate MI into special education in the classroom. I found it very interesting that it was suggested that “learning disabilities” may exist in all eight of the intelligences. Conceptually I think we view “learning disabilities” as only deriving from a specific set of deficiencies, but if we view each of the intelligences as equal then someone who can’t “carry a tune” is in the same boat as someone who suffers from dyslexia. I found this to be a really important observation as it could take the stigma away from the term “learning disability”. Chapter 12 of the MI book talks about using MI to help how students think and memorize material having to do with all eight intelligences. I found this to be another important distinction to make, students may have trouble remembering a date or a phone number, but if they are an auditory learner they may have an easier time remembering it if they set it to a tune.

FIAE 11,12,13,14

All four of these chapters focused on grading and how different things can impact the process. I think growing up we view grading as this concrete incorruptible and sometimes unflinching standard, these readings have done a lot to illuminate the potential fluidity of grading. Chapter 8 of the reading talks about how grading typically serves two purposes either to motivate students or to assess progress. These two purposes are drastically different but both can serve a purpose in the classroom. In an ideal world we could grade students entirely on progression as the main goal for any instructor should be to further their student's understanding and not necessarily to make sure that students all reach the same arbitrary benchmark. However, we know that all students aren't motivated entirely by a curiosity in the content area or a yearning to understand the content and for students like this sometimes grades can be an effective motivator. If a gifted student is becoming bored with the material and is clearly not putting forth a full

effort then perhaps their grade should reflect that, maybe it is an 'A' for another student but it merely their 'C' work. Conversely a student who is has taken their work from being an objective 'F' to an objective 'C' that progress could warrant consideration for a higher grade. This of course would lend itself to criticisms of unfairness and punishing students for understanding the material, but that is what makes "Fair isn't Always Equal" an appropriate title for the book. The idea is that as teachers we should want to push students to do their best work and to progress as much as they can as learners and that means that sometimes we are obliged to tell students we don't think they are working to their potential. I feel just about any way we view grading it can be problematic, but the constants in terms of purpose for grading should be that we are finding out where students are in relation to where we want them to be with our content and that we use that information to make sure that they are consistently challenged by and learning from the material.

FIAE11,12,13,14

The final 4 chapters of Fair Isn't Always Equal focus on grading and some of the issues that come up in grading. The issue I found the most interesting was the prospect of putting a sixty into the gradebook rather than a zero for incompleted work. This is something I think we all as students have run into one time or another. The difference between not doing an assignment at all and doing a poor enough job to fail an assignment is astronomical in terms of grading and that can be extremely damaging to a student. For example a student could complete an assignment and earn a 100 and show a true mastery of a subject then fail to turn in the next assignment and earn a 0 giving him or her an average of 50 which on the surface would indicate that the student does not understand the material. Conversely a student could fail both assignments with 60s on each and earn a better average than the student who showed mastery of the concepts. While there is something to be said about being able to show the initiative to complete assignments on time, this type of system isn't set up to reflect understanding and that can certainly be problematic. One of the chapters proposes a smaller grading scale and I think that is definitely one solution to this problem. In a traditional grading scale (0-100) there is a 11 or 10 point margin for each passing letter grade while there is a 60 point margin for failing grades. When the margin for failure is this large of course that will be reflected in student's grades especially when a zero is entered into the gradebook as it 60% away from passing. Making the scale smaller helps to relieve these sorts of issues if there is a 1-5 scale where a 5 is an 'A' and a 1 is a 'F' we see a much more appropriate relationship between mastery and grade. I think conceptually we have to move away from the idea of failing at varying degrees, if as instructors we feel comfortable saying a student failed to understand the material they should receive a 'F' but to say that the majority of a 1-100 scale should represent different ways of failing not only sends the wrong message but it also interferes with the grading system as a whole.